

HEALTHY RELATIONSHIPS CURRICULUM.

EDITED FOR USE ON COMPUTERS IN JANUARY 2001.

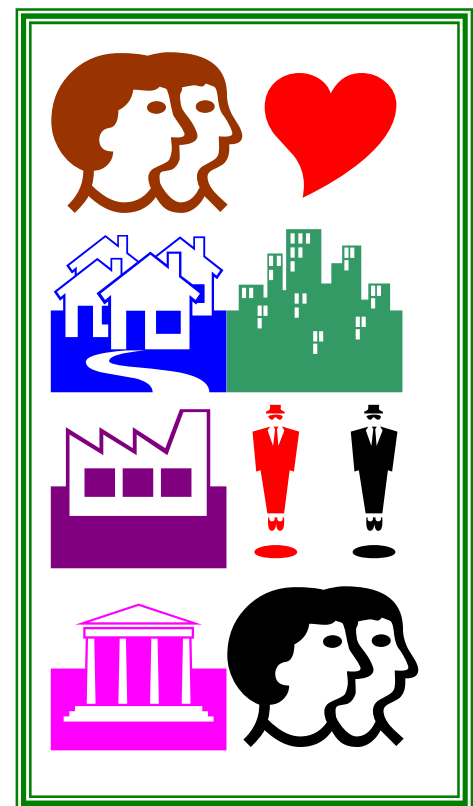
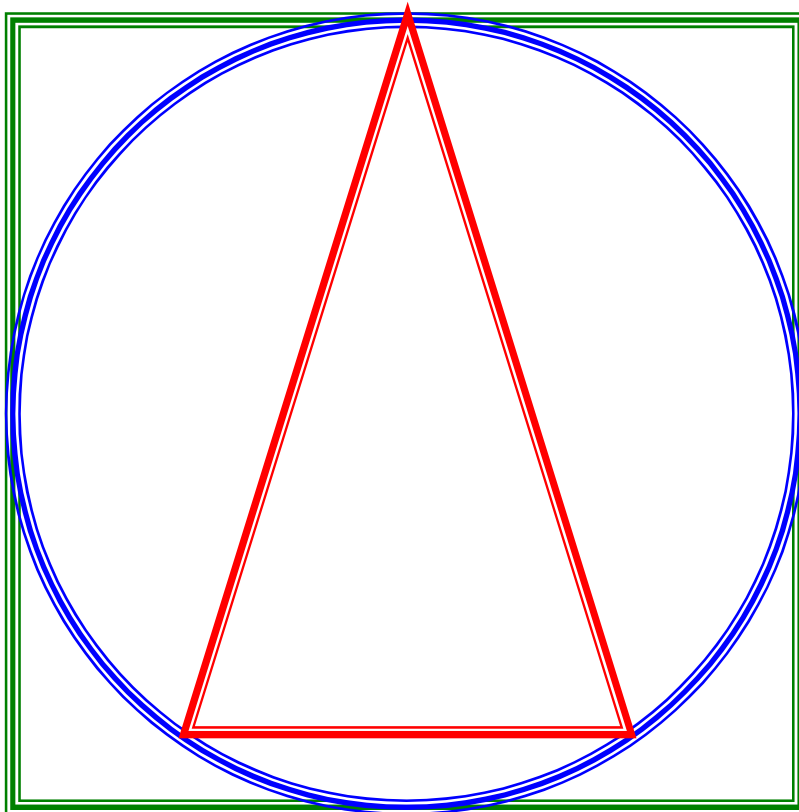
BY MEN AGAINST VIOLENCE AGAINST WOMEN.



Twenty-First Century

Projects By M.A.V.A.W.

A Culture Of Peace



Directors: **Christopher Holder, CHAIRMAN.** **Donald Berment, SECRETARY.** **Desmond Persad, TREASURER.**
Company No M 1799(95) Charitable Status No F (BUD):7/4/205
Yours In Nation Building.

Republic Of Trinidad And Tobago

MAVAW's Healthy Relationships Project Jan. 2001.

FIRST GENERAL MANAGEMENT COORDINATORS—DONALD BERMENT—DAVID LAW—JOHNNY BHARATH.-1994.
FIRST DIRECTORS: CHAIRMAN Christopher Holder: SECRETARY Donald Berment: TREASURER Desmond Persad-1998.



Men Against Violence Against Women.

Yours In Nation Building.

REGISTERED NON-PROFIT COMPANY—NO M 1799 (95). Charitable Status F (BUD): 7/4/205



Men Against Violence Against Women



2001 - 2002

PEACE ACHIEVEMENT PROJECT
FIVE-MONTH DURATION.

Trinidad And Tobago
Inmate Population.

Utilizing

Healthy Relationships

A 3-Volume Violence-Prevention Curriculum
{Designed By “Men For Change”}

- ♥ 53 user-friendly activities adapted to our Caribbean lifestyle.
- ♥ Reproducible participant handouts.
- ♥ Audio-video resources with a strong local content.
- ♥ Approximately 80 hours of instructional time, (lunch period excluded)
- ♥ Teacher training for succession is recommended.



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G.M. Co-ordinators: David Law, Johnny Bharath.

P.O.R.O.



Men Against Violence Against Women



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{ NACE } National Advisory Committee On Education.
{TTUTA's} Trinidad And Tobago Unified Teachers Union Code Of Ethics.
{CGU} Central Guidance Unit – Ministry Of Education – February 2000 Manual.

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P.O.R.O.



Men Against Violence Against Women



45 River Estate Circular, River Estate, Diego Martin, Trinidad.

Hot Lines: 637-0924, 668-5133. Cell: 753-0804, Fax: 637-0924.

Email: mavawsec@yahoo.com. Web Site: <http://www.mavaw.com>

DIRECTORS: Christopher Holder, *CHAIRMAN*. Donald Berment, *SECRETARY*. Desmond Persad, *TREASURER*.

Date: Wednesday, 10th January 2001

Our Ref.:

Your Ref.:

Mr. Prakash Williams, Principal,
Curepe Junior Secondary school.

Attention : Ms. Marcella Ruiz, Library Assistant

Subject: Peace Achievement Project 2001 {A Violence-Reduction Curriculum}

Dear Mr. Williams,

Firstly, let me formally thank you, both for the opportunity we had to interface with some of your students in December of 2000 and also the upcoming opportunity to do an intensive, focussed programme in 2001.

Our organization **M.A.V.A.W.**, as our documents on your file will show, has a history of proactive, aggressive, gender-sensitive efforts, to deal with this pervasive problem of violence in our society, both locally and internationally.

We are fully aware of the many other organizations and citizens, who are working as hard as **M.A.V.A.W.**, to create the behavioral changes, so essential for peaceful democratic growth in our beloved twin-island state of Trinidad and Tobago.

The most recent, relevant effort, is that of the National Advisory Committee On Education {NACE}, when in April of 2000, they presented to the Minister of Education, the Honorable Kamla Persad Bissessar, the ACTION PLAN TO ADDRESS THE PROBLEM OF VIOLENCE IN OUR Schools, sections of which, have been reproduced in Appendices (2) to (5) and attached for your ease of reference.

We therefore, respectfully submit this effort, for implementation in your school environment and sincerely hope that its' success as a pilot project, will open the doors for the introduction of a **NATIONAL HEALTHY RELATIONSHIP CURRICULUM** in all our schools, eventually achieving peace amongst our present and future adults.

TIME-FINANCE FORECAST {2001}

TIME	FORM 1 {Hrs}	FORM 2 {Hrs}	FORM 3 {Hrs}	Grand Total	Remarks.
Morning Shift	75 Total Hrs.	75 Total Hrs.	75 Total Hrs.	225 Hours.	Stipend for 2 Hrs per day: \$100.00 Lunch: \$20.00 Travel: \$20.00 Computer Stationery: Print Ink, Laid Paper, Diskettes: \$60.00 Handouts: 53 Activities. Adapted for local use.
Evening Shift	75 Total Hrs.	75 Total Hrs.	75 Total Hrs.	225 Hours.	
2 Hours Per Day {1 Hr. per shift}- 3 Days Per Week - For 75 Wk.				450 Hours.	
Handouts-Computer Stationery-Transportation-Lunch-Stipend- etc., 1 Day- \$200.00.				3 Days - \$600.00	

Signed.....DONALD BERMENT Secretary M.A.V.A.W

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Company No M 1799(95) Charitable Status No F (BUD):7/4/205

G.M. Co-ordinators : David Law, Johnny Bharath,

P.O.R.O.



Men Against Violence Against Women

Email: mavawsec@yahoo.com Web Site: <http://www.mavaw.com>



M.A.V.A.W. Goals

- 1)** Inform MEN about our CONCEPT, which is, that the PRIMARY VIOLENCE being committed Against WOMEN is a PSYCHOLOGICAL One, in that MOST MEN have not Accepted WOMEN as EQUAL, Together with Appreciating Them as DIFFERENT.
- 2)** Provide in the First Instance, for EDUCATION and TRAINING of all our MEMBERS and Well Wishers and in the Second Instance, on Request.
- 3)** Locate, Identify and Register, All MEN in Solidarity with our CAUSE, both in CONCEPT and these GOALS, offering them participation in M.A.V.A.W., which is one of the PROACTIVE ways to take RESPONSIBILITY for MALE VIOLENCE and also which will CONTRIBUTE to CREATING a Violent Free Society.
- 4)** Conduct Research generally and Needs Analysis where possible, on the Incidence and Intensity of VIOLENCE IN RELATIONSHIPS, with an Emphasis on DOMESTIC VIOLENCE dedicating ourselves to Reducing and eventually Eliminating, Unacceptable Violence in Society, using a Multi-disciplinary approach, focussing on Correcting Behaviour Skill and Belief System Deficits.
- 5)** Initiate and/or Engage in Social Activism, in order to push Existing and Emerging Societal Problems with Violent Content, TOWARDS Gender Sensitive Social and Educational Solutions.
- 6)** Develop and Maintain, a NETWORK of Committed and Qualified Members and Friends, in order to Provide Both MEN and WOMEN, with Short Term and Long Term Assistance, Physically, Emotionally and Financially.
- 7)** Affiliate With and/or Work alongside, all other Non-Governmental Groups/Organisations, Civil Society and Governments, who share with us, this Common Goal of Reducing and Eventually Eliminating VIOLENT BEHAVIOUR, In and From our Society.
- 8)** Host when Possible and Attend when Invited, Public Meetings, Seminars, Symposiums, Workshops, Consultations, Conferences etc., both Locally and Internationally.

Yours In Nation Building

P.O.R.O.

Company No M 1799(95) Charitable Status No F (BUD):7/4/205

FIRST GENERAL MANAGEMENT COORDINATORS—DONALD BERMENT—DAVID LAW—JOHNNY BHARATH.
FIRST DIRECTORS—CHAIRMAN—CHRISTOPHER HOLDER—SECRETARY—DONALD BERMENT—TREASURER—DESMOND PERSAD.

Frequently Asked Questions About The Healthy Relationships Curriculum

☺Developed By Men For Change☺

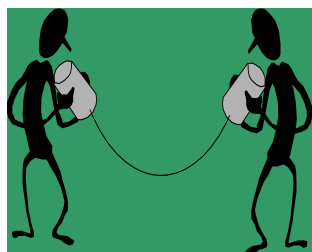
HISTORY



VOLUME ONE Dealing With Aggression.



VOLUME TWO Gender Equality/Media Awareness.



VOLUME THREE Forming Healthy Relationships

Men For Change.
Box 33005, Quinpool P.O.
Halifax, Nova Scotia
Canada B3L 4T6
Tel: (902) 422-8476
Fax: (902) 425-1826
E-mail: healthy@fox.nstn.ca

1. What Is Men For Change?

Men For Change is a men's group based in Halifax, Nova Scotia, Canada, that formed in 1989, in response to the horrific, multiple murder of 14 female engineering students, in Montreal, Quebec. We continue to work in our community, towards our goals of promoting gender equality and ending violence in society. The **Healthy Relationships Curriculum**, is our principal offering to communities in support of these goals. More information about **Men For Change** is available at our Web site: http://www.chebucto.ns.ca/CommunitySupport/MenforChange/m4c_back.html.

2. How Was The Healthy Relationships Curriculum Developed ?

After facilitating workshops and speaking in more than a dozen schools, we saw that there was a need for a comprehensive violence-prevention curriculum that dealt with the roots of violence, rather than the symptoms. In 1992, three members of the group, Peter Davison, Roger Davis (both teachers) and Andrew Safer (a freelance journalist), committed themselves to the project. Two years later, the curriculum was introduced to educators who were working in our partner school board.

3. Who Were Your Development Partners?

The program was developed in partnership with the Halifax County-Bedford District School Board. Funding was provided through small grants from the Nova Scotia Department of Health, Community Health Promotion Fund and the IWK Children's Hospital Foundation.

CONTENT AND DESIGN

4. Who Is Healthy Relationships Curriculum Designed For?

HRC is a facilitator's guide for educators and others who work with youth in a variety of settings. The student-centered activities are designed to assist youth in the development of Emotional Intelligence, Resiliency, Problem Solving, Assertiveness, Critical Thinking and other Skills and Attitudes necessary to form and maintain **Healthy Relationships**

Page One Of Three.

IMPLEMENTATION.

5. What Are The Key Components Of The Program And How Is It Used?

The program consists of 53 user-friendly activities, dozens of reproducible student handouts and a comprehensive print and video resource appendix. Each activity is packaged to be delivered within a 45-minute to 1-hour time slot. The full program can take up to 75 hours of instructional time if the numerous extensions to the core activities are used. While the activities are designed to build thematically, educators can easily develop mini-modules to suit their time constraints and the specific needs of their students. The program is flexible enough to be integrated into ongoing multi-year curricula or it can be taught as a stand-alone curriculum. In the case of the latter, the three volumes are typically taught in sequential grades although selected activities are sometimes taught out of sequence to meet specific needs. Alternatively, the entire program can be taught intensively in one year if sufficient class time is available.

6. How Is The Program Organized ?

The activities in Volume One, ***“Dealing With Aggression”***, help students to recognize the range of emotions that can lead to violent outbursts and they teach the basic communication skills needed to choose healthy alternatives to solve their problems.

The activities in Volume Two, ***“Gender Equality And Media Awareness”***, examine the impact of gender stereotypes and the violent influences implicit in North American culture. Students use critical-thinking skills to analyze the power and control messages in popular culture—from TV to music—that can lead to violence in relationships.

The activities in Volume Three, ***“Building Healthy Relationships”***, demonstrate the link between sexist attitudes and violent behaviours and the key role this link plays in **teen dating violence** and **domestic violence**. Students are also shown that **Respect, Safety, Equality, Trust, Empathy**, and a **Sense Of Personal Responsibility** are the **Attitudes** and **Values** on which **Healthy Relationships** are built.

7. Who Is Using HRC?

The program is currently being used in a wide variety of applications in youth education. They include: Juvenile Offender Institutions and Program Health Centers, Public Schools (in Health, Family Studies, Counseling, Career and Life Management, and French Immersion Courses) Outreach Programs in Battered Women's Centers, Sexual Assault Crisis Centers, Community Youth Centers, Child Welfare Agencies, University-level Teacher Education Classes and Parenting Education Classes.

8. What Support Is Offered When I Buy The Program?

As the developers and publishers of HRC, we pride ourselves in offering personal service with every sale. We are eager to consult with you regarding implementation issues and we are also happy to refer you to other professionals who are using the program, either in your own discipline or in your geographical area. We welcome your inquiries and offer support to you by phone, fax or e-mail. You can also keep up-to-date on new curriculum and implementation developments through our newsletter and announcements on our Web site at: <http://fox.nstn.ca/~healthy>. We are also pleased to offer staff training.

9. How Much Training Do I Need To Use HRC ?

The program is designed to be teacher friendly and many users report that they appreciate the *“pick up and go”* aspect of the program. Anyone who has teaching experience, or who is experienced in working with youth will find this program easy to use. If your Organisation or school wishes to include staff training as part of an after-sale service provision, we would be delighted to work with you to design a staff training session to meet your educators' specific needs and challenges.

10. What Professional Training Experience Do The Developers Have?

Since the second edition of HRC was published in 1994, we have hosted training sessions from coast to coast in North America. We have presented at conferences, to school representatives, and to teachers in Los Angeles, Phoenix, Miami and Austin in the US, and in Vancouver, Kelowna, Winnipeg, Toronto, St. John's, and Corner Brook and throughout Nova Scotia in Canada.

The three members of the development team have over 35 years of collective experience in the field of education and violence prevention and we continue to work in this field today.

11. What Distinguishes HRC From Other Violence-Prevention Programs ?

Research indicates that people, who are violent to others, lack one or more of the following skills: - Problem Solving, Anger Management, Empathy, and Impulse Control. Like most programs offered in schools for violence-prevention, HRC teaches students the prosocial skills necessary to create lasting relationships. But this curriculum takes student learning to a deeper level by using Gender Analysis as a powerful tool for exposing the roots of violent and aggressive behaviours. ***By empowering students to analyze the culture of violence that condones abusive behaviour, we are taking the first necessary step towards helping them to create the violence-free society of tomorrow.*** This holistic approach towards learning, coupled with a methodology that encompasses the teaching of knowledge, skills and attitudes, are the elements that are most valued in this program.

12. Where does HRC Fit Into The Philosophy of Progressive Violence-Prevention Education?

HRC can be used as a stand-alone resource or it can be easily integrated with existing curricula. There are three levels of prevention;

- (1) **PRIMARY PREVENTION**, which is also known as Proactive Prevention because it is geared towards stopping violence before it starts;
- (2) **SECONDARY PREVENTION**, which is known as Intervention or Protection because it seeks to prevent violence from continuing; and
- (3) **TERTIARY PREVENTION**, or Support and Treatment that promotes healing from the after effects of violence to ensure it will not recur.

The widest application of HRC with young people is Primary Prevention. The object is to build the necessary skills, confidence and attitudes that will prevent youth from getting into an unhealthy or violent situation in the first place. The program also provides an effective tool for Secondary Prevention because it alerts young people who are currently in abusive situations as to both the dangers and the routes to leave. Disclosures are not uncommon when the program is delivered to this audience.

HRC can also be used in the context of providing support counseling and treatment for both victims and perpetrators of violence, in order to help them learn prosocial skills and gain positive attitudes that are needed to foster **Healthy Relationships**.

13. How Is HRC Being Received Across America?

Since we began our marketing efforts in 1994 we have sold HRC throughout North America including all provinces and territories in Canada and 26 US States. In the process of gathering material for our newsletters we have followed up on dozens of implementations and discovered that the curriculum has found its way into applications that we never imagined when we were developing it. It seems to have taken on a life of its own.

14. What Research Or Evaluation Has Been Conducted?

In 1996, the Manitoba Research Centre On Family Violence And Violence Against Women, chose HRC to be the subject of a three-year longitudinal study. Post-test data is currently being compiled. HRC was selected from 12 violence-prevention programs published in North America because, according to Researcher Dr. Wendy Josephson, it is "an integrated long-term approach, well planned curriculum and is attractive to teachers." In 1995 the Centre For Research On Violence Against Women And Children In London, Ontario, reviewed HRC and listed it as the only violence-prevention resource recommended for secondary schools. In 1995 the Nova Scotia Department Of Education also formally reviewed the program and placed it on its List Of Authorized Learning Materials.

15. What Other Languages HRC Is Available In?

The Nova Scotia Department Of Education is currently translating HRC into French. The French version will be available in January of 1998.

TESTIMONIALS.

{Testimonials Can Be Provided On Request}
You can reach the Developers and Publishers of HRC
Phone: (902) 422-8476 Fax: (902) 425-1862.

FOREWORD FOR H.R.C.-----Volume One, Two and Three.

OUR society is at war with itself. For many, violence has become the path of least resistance when it comes to solving problems, as school teachers and administrators well know. Recently, a fourteen-year-old Halifax boy was suspended from school for carrying around a sawed-off shotgun, and a ten-year old Dartmouth girl came home with scratches on her face, chest and arms—compliments of the school bully.

THIS curriculum is an attempt to address the underlying issues that contribute to violent behaviour. Once students begin to explore these issues, they will be better equipped to free themselves from the deeper ingrained attitudes and beliefs that foster and justify anti-social actions.

MEN are traditionally portrayed as strong, silent, and powerful, while women are stereo-typically understood to be passive, sexually available care givers. For many years, our popular culture has been delivering a dangerous message: *that it is okay for men to dominate and control “the weaker sex”*. This has fuelled not only male violence against women, but also male violence against other men who are perceived to be weaker—the “wimps”, the “sissies”, and the other “queers”.

ALTHOUGH the women’s movement for liberation began exposing this imbalance of power and injustice many years ago, it is only recently that men have begun to work towards a new social ethic of gender equality that is based on respecting women for who they are, as opposed to “keeping them in their place”.

THIS curriculum frequently makes reference to “male violence”. This is not meant to ignore or condone violence that is perpetrated by women. However, the majority of violent acts, such as assault, rape and murder are done by men. We

believe that women who trample on the rights of others are also modelling themselves on the tough male stereotype. Therefore, the model itself is what warrants close scrutiny. The object is to help students of both genders learn the skills that build healthy relationships, which are based on sharing power with others as opposed to exerting power over others.

HALIFAX--based Men For Change formed in 1989 in the aftermath of the tragic killing of 14 female engineering students at Ecole’ Polytechnique in Montreal. The group has been meeting regularly since then with the hope of understanding better the confusion and violence that all too often characterizes male-female relationships. Men For Change has also become involved in social action in a variety of ways, via hosting a film series, speaking in schools and churches, and writing letters to the editors of newspapers in the province.

MOST of the educational efforts dealing with abuse have emphasized helping people to become aware of their rights and choices, identifying abusive situations and the various forms of abuse, and knowing what to do if you or someone you know is being abused. This is necessary information for both boys and girls.

THE following lessons are intended to complement the sexual safety curriculum, by presenting cultural values that influence violent behaviour and by exploring the psycho-social dynamics of male violence altogether. But the intent here is not to paint a bleak picture. The purpose is to help students face facts about this pervasive problem, and also to present them with models of healthy relationships. Helping students to analyze the culture of violence that condones abusive behaviour, is the first step

{Page One Of Two}

FOREWORD FOR H.R.C.-----Volume One, Two and Three.

towards empowering them to create the violence-free culture of tomorrow.

MEN FOR CHANGE believes that the best place to tackle the problem of violence is in the public schools, where a teacher's words and actions can help to shape life-long attitudes. For the same reason, school is the ideal place to begin transforming gender relations—away from entrenched disparities and towards an equitable and safe social environment.

MEMBERS of Men For Change have been pleased to lead discussions and provide workshops in more than a dozen junior high schools in metro and outlying school districts. This curriculum was inspired by our in-school meetings with Grade 7, 8, and 9 students. It is meant to be a road map, not an exhaustive treatise. What differentiates this classroom programme from most violence-prevention initiatives is that it was developed and written by MEN. As such, a strong theme of men's accountability runs throughout the lessons.

IN addressing issues of violence, we believe that it is critical not only to look at how women, children and stigmatized men suffer as victims, but also to see how men suffer from the gender gridlock of stereotypical male roles. Vulnerability is feared by many men who believe that it is a weakness to be emotional; this prevents them from forming whole relationships. Often this spawns the contorted processes that lead to violence—from sexist jokes to murder. We hope this material enables students to see the linkages between sexist attitudes and violence, and we hope it encourages them to develop critical-thinking skills about these important issues. If the presentation of these lessons is successful, attitudinal and lifestyle changes will likely follow.

THIS curriculum will be of little use if it is only pulled off the shelf once or twice a year to be used as “filler” for the Health program. It will be of value if students, teachers, administrators and the community at large decide to make violence-prevention a high priority issue in the schools. We see this initiative as a partnership for change.

GRADE 7 is focussed on helping students learn how to deal with aggression. When children reach puberty, they begin to experience emotions more intensely. The lessons are designed to help them recognize the range of emotions that can lead to violent outbursts, and to show them that there are non-aggressive alternatives.

HAVING explored the various nuances of aggression; **In Grade 8**, students are introduced to violent influences in the mass media—from TV to comics. The intention is to give them tools that will empower them to stand back and take a critical look at the messages they are being fed, as opposed to absorbing them unawares.

BY the time students reach Grade 9, relationships become increasingly important. The lessons progress from an investigation of male violence against women, to an exploration of healthy relationships. Students learn a variety of communication skills within a context of small groups. This format enables them to experience the dynamics of relationships, and to begin to work together more closely on issues of violence and gender equality.



{Page Two Of Two}

Introduction To Volume One-----Dealing With Aggression

GOALS

Healthy Relationships is a VIOLENCE-PREVENTION CURRICULUM that is designed to help teen-age youth understand the dynamics of both **Unhealthy** and **Healthy Relationships**. Volume One introduces students to Self-awareness and Communication Skills and is intended to accomplish the following goals: -

- ℵ Increase the students EMOTIONAL LITERACY.
- ℵ Help students to recognize and effectively deal with ANGER.
- ℵ Explore Choices when dealing with CONFLICT Situations.
- ℵ Learn Communication Skills.

CURRICULUM DESIGN

The activities are best integrated into the Personal Development and **Relationships** (PDR) component of the Health Curriculum. However, **Healthy Relationships** is also suitable for use in Family Studies and English classes, as well as other Classes that Focus on GENDER RELATIONS and **VIOLENCE**.

Although the CURRICULUM was designed for Classroom use, it can easily be adapted to accommodate ONE-ON-ONE or Small Group Presentations in a variety of Community-Based settings.

ORGANISATION OF THE ACTIVITIES

PREPARATION : Notes to the facilitator offered at the beginning of each activity appear in this type style.

TIME ALLOTMENT : Unless otherwise indicated, activities are designed to fill the average 40-Minute Class Period. ROLE PLAYS and Extension Activities may require more time, depending on the enthusiasm of the Class.

The main text of each activity is written in the style of a suggested script, which can be read to the students. Feel free to improvise your own words when presenting this material.

Questions that appear in the script are indicated by “ **Q.** ” the questions have been formulated in such a way so as to encourage student responses (i.e. *minimize “yes” and “no” answers*).

Possible responses are often given in italics. Italics are also used to provide the facilitator with additional information.

ℵ **Actions** to be taken are highlighted by a DOT and an indentation.

Role Plays may be used as discussion topics or as simulation for dramatizations.

Healthy Relationships Curriculum--Designed By Men For Change.

VOLUME ONE---*Healthy Relationships Curriculum.*

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Designed By “MEN FOR CHANGE”---Halifax, Canada.

Introduction To Volume Two---Gender Equality & Media Awareness

GOALS

In Volume Two of **Healthy Relationships**, students will understand the CAUSES and CONDITIONS that result in **VIOLENT ACTIONS**, and they will learn that there are Always Constructive Alternatives.

Many of the Lessons in Volume Two are designed to show students the Linkages between Gender Role Stereotypes and **VIOLENT BEHAVIOUR**. Examples from the Popular Media (magazines, newspapers, TV, films, comics, and songs) are used to develop the **GENDER ANALYSIS**. The other Predominant Theme in this Grade Level is to expose the **Culture Of Violence** in which we live. To this end, Television Violence is studied in some detail.

Volume Two Goals are: -

- ℵ To increase student's awareness of the Media's Influences.
- ℵ To help students understand the impact of Television on their lives.
- ℵ To show students how SEXISM leads to **VIOLENCE**.
- ℵ To help students recognize the Pervasiveness of Gender Stereotypes.
- ℵ To help students understand the potentially Damaging Influences of Violent Role Models.
- ℵ To encourage students to celebrate their own Talents and Gifts.

CURRICULUM DESIGN

SIMILAR--TO--VOLUME--ONE--INTRODUCTION

ORGANIZATION OF THE ACTIVITIES

(SIMILAR--TO -- VOLUME --ONE-- INTRODUCTION)

Newspaper Articles have been incorporated into some of the activities in order to provide perspective and an in-depth analysis of the ISSUE being studied. In many cases, students bringing in Articles of their own could further enrich sessions. Aside from increasing student involvement, a further advantage of the use of Newspapers, is the potential for Parent Participation. Some students will likely ask their Parents to help them find an article that addresses a particular topic. This could prove to be an excellent way to invite Parents into the **VIOLENCE-PREVENTION ARENA**.

Healthy Relationships Curriculum--Designed By Men For Change.

VOLUME TWO---*Healthy Relationships Curriculum.*

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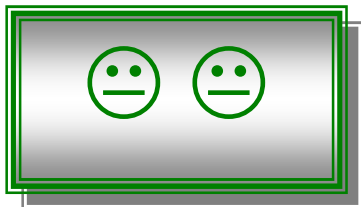
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Designed By “MEN FOR CHANGE”---Halifax, Canada.

Introduction To Volume Three--- *Forming Healthy Relationships*

BACKGROUND

Volume Three Program focuses on **Building Healthy Relationships**. The *INSTRUCTIONAL MODEL* suggested for this is, **Extended Group Work**. There are many reasons for this advice: -

1. Students can work together to practice the Communication Skills, which are needed for. **Healthy Relationships**.
2. They can decide as a **Group** which sorts of Activities they wish to do.
3. There is an Opportunity to do some "TEAM BUILDING" and to develop a sense of Belonging.

Because PEER LEARNING is one of the most powerful ways TEENS Learn, they will have Opportunities to learn from each other, about the EXPERIENCE of being *MALE* or *FEMALE*, vis-à-vis, Cultural Gender Roles.

Each Group could consist of FOUR PEOPLE – ideally, Two Boys and Two Girls, but this may not always be possible. We are calling the Groups "**GENDER JUSTICE ACTION GROUPS**". This Title makes it very clear what our Intention is. We are working toward EQUALITY between the Genders, in all areas of LIFE, and we are working toward JUSTICE---that is, ending all Forms of **Gender-Related Violence** and **Oppression**.

The **First TWO SESSIONS** will explore how **Unrealistic Expectations and SEXIST Attitudes position Male-Female Relationships**.

The **Next TWO SESSIONS** will teach students Constructive Communication Skills.

The **FINAL SESSION** will encourage students to Work Towards Achieving Gender Justice, both in their **Own Relationships** and Within the School Community.

GOALS

Healthy Relationships is a **VIOLENCE –PREVENTION CURRICULUM**. As such, it is designed to introduce Junior-High School students to the CHARACTERISTICS of **Relationships** that are based on **TRUST** rather than **FEAR**. Junior-High is a very precarious time in a Person's Life, because of Physical, Sexual, Social, and Intellectual Changes that are Both SUDDEN and RAPID.

THE Intent is to provide students with a MAP that will stand them in good stead as their Relationships Mature.

The Activities are Student Centered, so that students will be able to EXPERIENCE what they are Learning, as Opposed to Passively Being TAUGHT.

The Activities emphasize that **Healthy Relationships** are based on Fundamental **RESPECT**, and Open **Communication**, and that **Relationships** GO WRONG when **Either** of these ELEMENTS is Eclipsed.

THIS CURRICULUM WILL HAVE SUCCEEDED IF IT HELPS STUDENTS TO BETTER PREPARE FOR THE MULTIPLICITY OF RELATIONSHIPS THAT AWAIT THEM.

{Curriculum Design And Organisation Of The Activities Similar To Volume Two}

Healthy Relationships Curriculum----Designed By Men For Change.

VOLUME THREE---*Healthy Relationships Curriculum.*

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Designed By “MEN FOR CHANGE”---Halifax, Canada.



Men Against Violence Against Women



APPENDIX {1}

Code Of Student Behaviour – Canadian Model.

Pope John Paul 11 Catholic School – 685 Military Trail - Scarborough, ONTARIO, M1E 4P6

Pope John Paul 11 aims to provide for its students and staff a school environment, which is welcoming, safe and reflects the gospel values. To achieve this, all members of the school community are expected to: -

- ♥ Show respect for self, others and school property.
- ♥ Learn to work as individuals as well as with others.
- ♥ Value and be committed to the development of a school culture, which fosters co-operation.
- ♥ Read, understand and abide by the Code Of Behaviour and all other School Regulations outlined below.

General Expectations of Student Behaviour.

- ♥ Attend all scheduled classes regularly and punctually.
- ♥ Be courteous and co-operative at all times.
- ♥ Exercise self-discipline.
- ♥ Be in full uniform during the entire school day.
- ♥ Come to class prepared to work at learning.

Behaviour Outside the Classroom.

- ♥ Students are not to be wandering the halls during lunch and are not to disturb classes that are in progress.
- ♥ Students are to co-operative with ALL STAFF, in a courteous and respectful manner at all times **and must identify themselves when asked to do so.**
- ♥ Students who have a study period during periods one and two are to work in the Cafeteria or in the Library. During period four, the Cafeteria is not available. Students are not allowed to be in the halls or the Pit areas during their study period.
- ♥ Food can only be eaten inside the Cafeteria or in the Green Pit during the lunch period.

- ♥ Students are to be in full uniform during their lunch and their study period.

- ♥ All students are asked to leave the school at the end of the day unless they are involved in a supervised activity.

Language

- ♥ All members of the school community will be expected to refrain from demeaning, degrading, stereotypical or confrontational forms of language when dealing with each other.

Drugs and Alcohol

If a student is found in the school **{at any school-sponsored activity, day or night}**, under the influence of alcohol or a non-prescription type drug, the student will subject to sanctions which include the following: -

- ♥ Communication with parents and/or the Police.
- ♥ Suspension.

COUNSELLING SERVICES ARE AVAILABLE THROUGH STUDENT SERVICES

If a student is found selling any of the above-mentioned substances, he/she: -

- ♥ Will be suspended.
- ♥ May be asked to transfer out of Pope John Paul 11 community.
- ♥ Will be required to speak to the Police.

PAGE ONE OF TWO



Smoking

The Toronto Catholic District School Board is declared a smoke-free environment. Smoking is not permitted inside or outside any school or Board property. If a student is found smoking on school property or on any school related-sponsored activity, the following sanctions will apply: -

- ♥ A letter will be sent home to the parents.
- ♥ A suspension will be administered for subsequent incidents.
- ♥ *Toronto Board of Health will be notified and a summons or ticket may be issued.*

Counseling and Smoking Cessation Programmes can be accessed through our Student Services Department and/or outside Agencies.

Beeper, Cellular Phones, Radios, CD Players

Students are expected to value their time in class and are not to bring beepers, cellular phones, Walkman tape players, CD players and radios to class. These devices interfere with the ability to focus on academic success. Students found in possession of these items can expect to have them confiscated.

Violence Prevention

The staff, students and parents of Pope John Paul 11 Catholic Secondary School strive to create a school community where a sense for belonging and caring for one another prevails. It is everyone's responsibility to ensure a safe and secure school environment. Our Policy for VIOLENCE PREVENTION is based on the Toronto Catholic District School Board's *Mission Statement of creating a safe and welcoming learning environment for all members of the community.* **Violence will not be tolerated at Pope John Paul 11 or in any TCDSB schools.** The Board Policy states: -

- ♥ Intimidation {Physical, Verbal or Written}, Physical, Sexual or Psychological Abuse and/or any form of Bullying, will not be tolerated.
- ♥ Discrimination, Harassment of Bullying on the basis of Race, Culture, Gender, Language, Disability, Sexual Orientation, or any other attribute is UNACCEPTABLE as is Deliberate Degradation of any individual for any reason whatsoever.
- ♥ Deliberate vandalism of school property or damage to personal property in the school environment is unacceptable.



Consequences For Failure to Abide by Code

When a student experiences difficulty following the school's Policies and Procedures, as outlined in this Agenda, a number of different consequences may be applied. These include **CONTACTING PARENTS, INTERVIEWS WITH THE VICE PRINCIPAL, SERVING EARLY MORNING SIGN-INS, DETENTIONS, COMMUNITY WORK, OR SUSPENSION.** The Consequences for Incidents Involving VIOLENCE Include ***Suspension, the Filing of a Violent Incident Report, Expulsion and possible Transfer to another School where applicable.***

Early Morning Sign-ins. Students who are frequently late will be asked to sign-in at the Main Office between 8.00 and 8.10 a.m.

Detentions: Detentions take precedence over all extra-curricular. They are commonly assigned for Uniform Violations and as a consequence to Skipping. They begin five minutes after the end of the school day and their length may vary up to one hour. Students are to report to room 154 in full uniform and be prepared to work on their studies in Silence. Should a student neglect to serve a Detention, then Two Detentions will be assigned. Failure to serve either of these two detentions may result in a Suspension or some form of Community work.

Violent Incident Reports: These Forms are completed for Incidents such as, but not limited to: -

- ♥ Possession of a Weapon {guns, knives etc.}
- ♥ Threats of Serious Physical Injury.
- ♥ Physical Assault Causing Serious Bodily Harm.
- ♥ Sexual Assault.
- ♥ Any Hate Motivated Violence.
- ♥ Robbery and Extortion.
- ♥ Vandalism Causing Extensive Damage to School Property or Property Located on School Premises.

A Violent Incident Report recording Violent Behaviour which results in a Suspension and/or Report to the Police shall be retained in the student's OSR for **three years.**

A Violent Incident Report recording Violent Behaviour, which results in a Recommendation for Expulsion, shall be retained in the OSR for **five years.**

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APPENDIX {2}

Causes Of Violent Behaviour - 2000 Report

{National Advisory Committee On Education {N.A.C.E.}}

There has been a general PERCEPTION, that many of our Nation's Schools, are increasingly becoming UNSAFE places. It has been vociferously stated by School Personnel and the Media, that **VIOLENCE** and **AGGRESSIVE** Behaviour, appear to be getting Out of Control.

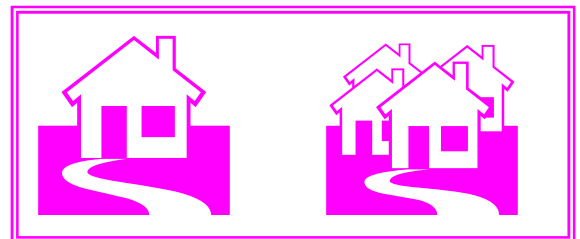
In 1989, there was a Comprehensive Report, emanating from a NATIONAL CONSULTATION ON VIOLENCE AND INDISCIPLINE IN SCHOOLS.

In spite of Periodic Reviews, there has been a LACK of Effective Implementation of the RECOMMENDATIONS arising out of that Report.

Apart from difficulties within the Schools, during recent years, there have been times, when Enraged Parents and Criminal Elements, have INVADED the Sanctity of the School, creating HYSTERIA and Disturbance, among the School Population.

Many views have been expressed, by EDUCATORS AND SOCIAL PSYCHOLOGISTS, about the CAUSES of this **INDISCIPLINE** and **VIOLENCE**. It has been suggested that ACTS OF VIOLENCE are: -

- 1)** Considered to be Learnt Behaviour.
- 2)** Reflected in a Value System which Condone Physical **Aggression**.
- 3)** Facilitated by Certain School Conditions.



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APPENDIX {3}

Types Of Violent Behaviour - 2000 Report *{ National Advisory Committee On Education – N.A.C.E. }*

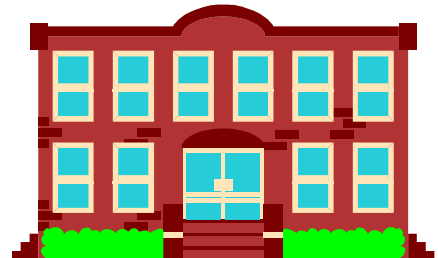
Whatever the causes, a review of the Reported Incidents of **VIOLENCE** and **AGGRESSION**, by the Ministry of Education, reveals that acts of **VIOLENCE** may be Classified as: -

- ♥ Spontaneous
- ♥ Contemplated
- ♥ Situational.



The most commonly reported acts of **VIOLENCE IN SCHOOLS** are inclusive of: -

- 1) Fights amongst Male Students.**
- 2) Fights amongst Female Students.**
- 3) Extortion-related attacks.**
- 4) Stabbing and other Injuries by Weapons.**
- 5) Gang attacks.**
- 6) Teacher assaults on Students.**
- 7) Student assaults on Teachers.**
- 8) Verbal abuse of Teachers.**
- 9) Verbal abuse of Students.**



There is nothing particularly new about acts of **VIOLENCE** in the School. The point must be made however, that **SOCIETY** itself has become increasingly **Violent** and **WE** need to **DEVELOP**, in a Comprehensive and Systematic way, a **PLAN**, for dealing Effectively with **VIOLENCE** and **AGGRESSION**, as an Urgent Priority. Our Schools **MUST BECOME SAFE PLACES ONCE MORE**, where Learning is Predominant.



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APPENDIX {4}

NACE Student Survey Results - 2000 Report {Action Plan To Address The Problem Of Violence In Schools}

Fifth and Sixth Form Students, of ten (10) Secondary Schools, were invited to give their ideas on the CAUSES of **VIOLENCE** and **INDISCIPLINE** in Schools, as well as to make Recommendations addressing the problem.

Ten (10) Students each, from both the Fifth and Sixth Forms participated and the Method used was the Interview/Questionnaire, a total of 200 forms being collected.

The STATEMENTS of the Students were groped into four (4) Categories viz.: -

- ♥ The Home
- ♥ The Society/Community
- ♥ The Individual
- ♥ The School.

When these Statements were analyzed, it was found that in most of the CAUSES of **VIOLENCE** and **INDISCIPLINE**: -

♥ 40 % were attributed to the individual, that is factors originating from within (*see Table below*). However, in reviewing the Recommendations, the majority preference for the place where corrective measures should be instituted was: -

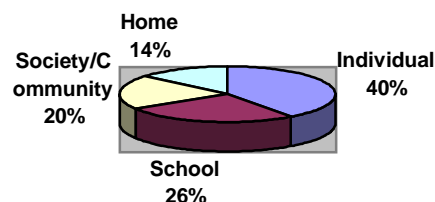
♥ 55 % noted that CHANGES should take place at the School (*see Table below*). —



STATEMENT ANALYSIS OF RESPONSES {2000 REPORT}

Category {Four Areas}	Causes %	Rec'ns %
Individual	40 %	2 %
School	26 %	55 %
Society/Commu'ty	20 %	31 %
Home	14 %	12 %
TOTAL PERCENTAGES	100 %	100 %

Causes of Violence/Indiscipline



■ Individual ■ School ■ Society/Community ■ Home

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APPENDIX {5}

NACE Conclusion – 2000 Report

{Action Plan To Address The Problem Of Violence In Schools}

Many factors contribute to the **VIOLENCE** and **INDISCIPLINE**, being experienced in our Nation's Schools. Therefore, it will require a variety of methods, to secure a solution to the problems. While focus has to be placed on those Schools that are more troubled, in terms of the increased Pastoral work needed to be done, greater efforts must be placed, in raising the **SELF-ESTEEM** of the Students, who make up the largest population in our Schools.

This will be achieved, only through the concerted effort of all the **STAKEHOLDERS** in education. It must involve the following: -

- ♥ **The Students** learning new ways of managing **ANGER** and **CONFLICT** and **SOLVING PROBLEMS**.
- ♥ **The Teachers** adopting a more **LOVING** and **COMMITTED ATTITUDE** towards their students.
- ♥ **The Community** with its renewed interest in the life of the Schools, taking every opportunity to participate in the **HOLISTIC** development of it.
- ♥ **The Ministry of Education** with a clear agenda, focused on developing a **CULTURE OF PEACE**; 😊 a greater emphasis on **PEDAGOGY**, rather than **CONTENT**, in the Teachers Training Colleges; 😊 appropriate and adequate **Compensation** for Teachers; 😊 greater attention to **STAFF DEVELOPMENT** and the re-organizing of the **CURRICULUM**, to make it more relevant to the **NEEDS** of the students. 😊
- ♥ **The Wider Public**, including the **PARENTS**, who may need guidance in dealing with difficult situations; 😊 members of the **ELECTRONIC MEDIA**, who may be able to influence the **BEHAVIOUR** of young people, through the **MIUSIC** they play. 😊

In most instances, a combination of these methods may have to be employed, but it is envisaged, that they will go a long way in curbing **VIOLENCE** and **INDISCIPLINE** in our Schools, the two factors, which hinder the **GROWTH** of our children and cast a **PALL** over the **FUTURE** of the Nation.

Finally, we wish to emphasize, that **TALKING** and **WRITING** will not be good enough. If **VIOLENCE** is to be eliminated from our Schools, then the **IMPLEMENTATION** of our **RECOMMENDATIONS** is absolutely vital.



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APPENDIX {6}

T. &T.U.T.A's. Commitment To The Student.

CODE OF ETHICS 1988

- 1)** A teacher shall always strive, to enhance the intellectual, social and moral growth of students.
- 2)** A teacher shall evoke in students, an appreciation of their self-worth.
- 3)** A teacher shall strive to instil in students, a sense of patriotism and national pride.
- 4)** A teacher shall develop in students, an appreciation of high standards and a desire to strive for excellence.
- 5)** A teacher shall not divulge, except through professional channels, any information of a personal or domestic nature, concerning students.
- 6)** A teacher shall not attempt to undermine the confidence of teachers in students, or of students in other students.
- 7)** A teacher shall take all reasonable care, to protect the safety and welfare of students.
- 8)** A teacher shall not exploit or violate, the privileged relationship, between teacher and student.
- 9)** A teacher shall not subject students to mental or physical abuse.
- 10)** A teacher shall deal justly and considerately, with each student, regardless of sex, ethnic origin, social or economic status, political or religious affiliation.
- 11)** A teacher shall respect the religious, political and moral beliefs of students.
- 12)** A teacher shall maintain, high standards of student's professional competence, by providing appropriate learning experiences for.



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APPENDIX {7}

Components Of an Effective Programme.

REDUCING AGGRESSIVE BEHAVIOUR IN CHILDREN AND ADOLESCENTS - CGU 2000

An effective Programme to Reduce **AGGRESSIVE** and **VIOLENT** Behaviour must be multi-dimensional and include the following Core Components: -

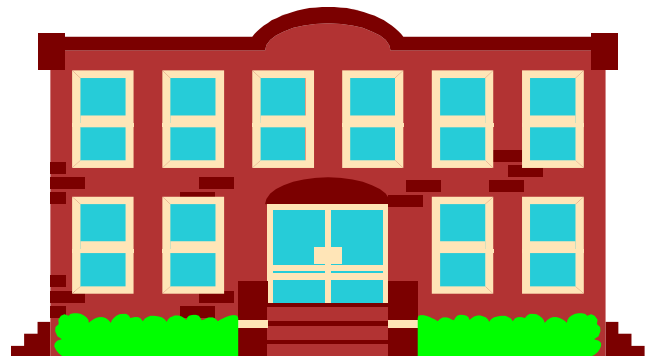
- 1) Self Esteem Enhancement.**
- 2) Awareness Of Negative Consequences Of **VIOLENCE**.**
- 3) Anger Management.**
- 4) Social – Cognitive Skills That Promote Pro-Social Behaviours.**
- 5) Problem – Solving Skills.**

This Programme must be Developmental, well co-ordinated and an Integral part of the CURRICULUM, rather than the Traditional Ad-hoc method of implementation.

Techniques For Implementation Of A Programme.

- 1) Role Playing**
- 2) Class Discussion**
- 3) Guest Speakers**
- 4) Field Visits**
- 5) Journal Keeping**

CGU (Central Guidance Unit) Ministry
Of Education – February 2000 Manual.



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☺Notes And Schedules☺

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Donald Berment, Secretary MAVAW,

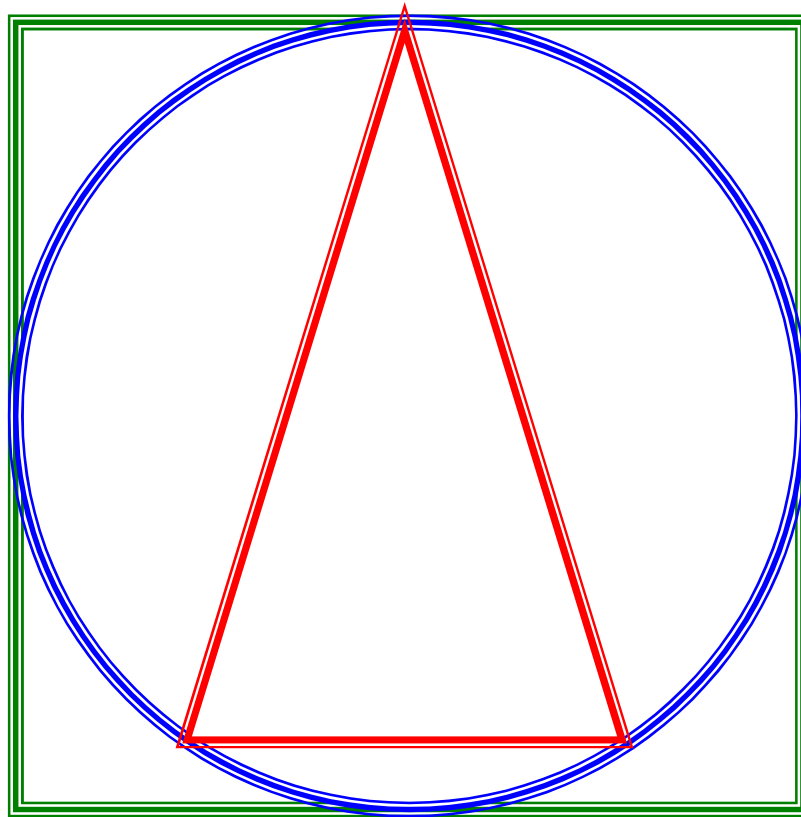


M.A.V.A.W.'s Vision



TWENTY-FIRST CENTURY

A Culture Of Peace



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M.A.V.A.W.

